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ABSTRACT

Proceedings of the Second Stony Brook Workshop are outlined in this paper. Discussions of six sectional meetings are summarized including: (1) pretesting and posttesting; Comprehensive Achievement Monitoring, (2) the role of media, (3) humane grading mini-packers, and flexible granting of credit, (4) individualized instruction: selection, preparation, and implementation, (5) individualized instruction and the portable cassette recorder, and (6) emerging trends in college teaching and curriculum changes. (RL)

ED 060734

PROCEEDINGS

OF THE

SECOND STONY BROCK WORKSHOP

"PHASE I IN FOREIGN LANGUAGE TEACHING"

SPONSORS:

FLACS
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November 13, 1971

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Edited by:

Dr. Barbara Elling
Department of Germanic and Slavic Languages
State University of New York
Stony Brook

FL003002

PROCEEDINGS: Phase II in Foreign Language Teaching
State University of New York at Stony Brook - November 13, 1971

Pre-testing and Post-testing (CAM) -- Richard Ten Eyck, High Point Regional High School, New Jersey

Introducer-Moderator: Edith Lustgarten, Plainview Schools
Recorder: John Fontana, Malverne Sr. High School

1. New Testing Technique "CAM
   (Evaluation of Innovation) developed by U. of Mass. & Stamford
2. Forms 1, 2, 3 handed out, "tests" taken
3. Goal of Teacher-Student evaluation-- improvement of learning
4. Tests: 1) Report progress
   2) Move from level to level
   3) Reteach student
5. Drawbacks-- lack of time and interest
   Normal testing situations:
   1) Faulty test items
   2) Inequitable system of grading
6. Teach a unit, then test it. (Testing and teaching as we know it) What do we know about retention?
   Testing does not measure:
   1) Gain of student
   2) Long-term retention
   Objectives not equally weighted
7. Student ought to know performance objectives in advance

Comprehensive Achievement Monitoring

1. Based on:
   1) Flexible time--series design
      a) final exams over a period of time.
      b) given a test after specified units.
      c) pretest-items not answerable
         post-test-items just taught
         retention-items taught a while ago
   2) Sampling
      a) test items to measure performance
      b) series of parallel tests, all objective of course
   3) Interpretation of feedback by teachers and students.
      Make appropriate decisions based on this.
   4) Modification of curriculum
      a) omit items
      b) move students onward
2. Group information results
3. Student report form (coded)
   Student summary sheet
   indicating progress in mastering objections
4. Lack of reinforcement since student doesn't see exam

The Role of the Media

1. Overview (presented by Dr. Ruplin)
   A. The German program at Stonybrook
   B. The CAI Center and its place in the German language program
11. Computer Assisted Instruction (CAI)
   A. All present visited the computer center and were introduced to CAI by professors Ruplin and Russell
   B. Each of us had an opportunity to try out an introductory lesson in German at an individual console. The student assistants were at hand to answer questions and to offer help.
111. Summary and Conclusions:
   A. The computer, like the language laboratory, is a potentially useful tool which may be employed to supplement the efforts of the classroom teacher.

B. Although it was not explicitly stated during the conference, it would appear that the efficacy of CAI rests upon:
   1. The rigor with which a linguistic analysis of the German language has been consummated in order to determine which aspects of the learning task lend themselves to CAI and
   2. The degree to which the programmers have been successful in creating materials which are not only pedagogically sound, but also contrive to motivate the student towards increasing his mastery of the target language.

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Humane Grading--Mini Packets--Flexible Granting of Credit -- Will-Robert Teetor, Ithaca Schools

Introducer-Moderator: Sigismund Haus, Commack Jr. High School
Recorder: Daniel Frampton, Student, SUSB

Minipackets
1. Material used for these can be gathered from magazines (culture, enjoyment)
   a. horoscope, b. jokes, c. puzzles, d. ads
   Credit assigned according to skills(each skill 1/4)
2. Workbooks can serve as mini packets
   Students may participate in the selection of materials and choose a type of packet.

Humane Grading
1. Be realistic about the student's proficiency
2. Push him in the skill in which he is most likely to succeed
3. Set goal for student but modify if necessary
4. Consider foreign language an ego builder
5. Give incompletes when necessary

Flexible Credit
1. At Ithaca credit can be given as 1/4, 1/2, 3/4, 1-1/4, 1-1/2 as well as no credit.
   This system is becoming more and more flexible due to increasing numbers of students and teachers.
   According to the rate at which they want work, students are able to earn a certain amount of credit depending upon the time element.
   Within this flexible system each teacher now has one day a week off for research, etc. An aid will be with the class on that particular day.

12:43-- Questions directed to Mr. Teetor
1.a. How many schools do you supervise?
   b. How is child evaluated in what he has learned? This is included in the minipacket system.
2. How does program fit in with regents?
   Not a problem--slow and fast students will be ready to take them due to the system. Feels regents will be done away with shortly because of cost.
3. Are texts used in addition to mini-packets?
   Answer: Packets are the additional material.
4. There are guidelines for teachers in giving credits.
   Answer to question.
5. What reasons do students give for taking languages?
   Students don't have to worry about failing because of the system. No pressure. * Must make languages interesting.
6. Do students and teachers feel pressure in preparing regents?
   No, regents are given at the end of junior year. Thinking of making it optional.
7. Grading System?
   Entire school does not have to use it.

(2)

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Individualized Instruction: Selection, Preparation, Implementation --
Harry Tuttle, North Syracuse Central Schools

Introducer-Moderator: Rosemary Oetiker, Half Hollow Hills H.S.
Recorder: James Fonseca, Southside H.S.

Mr. Harry Tuttle began be presenting some slides to illustrate his lecture on individualized instruction.

Needed at the beginning:

1. people needed to work together
2. time--for planning, making tapes, etc.
3. money-resources are needed

Goals must be set up--for the whole school--departments and individual classes.

The elements of a "lap". Students must know why--rationale. Activities must be outlined for students to meet his objectives and finally--evaluation, e.g., French--a "lap" in reading. He might listen to a tape and write out answers. This is the pre-test. Then he goes to the nucleous--the list of activities which might include reading a French newspaper article and answering oral questions. After activity he may take a self test. If he knows the information he can take a post-test. There is immediate reinforcement throughout.

Behavior objectives--most crucial in a L.A.P. (Learning Activity Package). Objectives must be known by students. Vague words should not be used. Only words designating specific objectives should be used. He should also know the conditions--how he should learn. The Behavior, including the conditions, the setting and how he is to be evaluated. He must know exactly to what degree of excellence he is expected to know. Students may be asked to memorize, para-phrase, analyze or create something on his own.

The student may not complete all the activities which are suggested. Students may be selective, choosing according to their needs and interests their activities.

A classroom may have students in study carrels, a teacher helping a small group, students may use visuals. At other times the teacher may work with the whole class.

Students can be easily taught how to use audio-visual equipment and can use this equipment when they wish.

The evaluation--student tests himself when he is ready. If he doesn't pass a self test he may choose additional activities to reach his objective. If he can achieve 80% of his objective, he may be ready for his next objective. Students can progress on their own rate.

As the student reaches his objectives he checks it off on his progress charts. Some students enjoy grading themselves and writing down their grades.

Periodically Mr. Tuttle gives tests, not for grades, but to pinpoint difficiencies. Diagnostic tests are also given for the same reasons.

There are minimum objectives to be reached at each level.

Students beginning language undergo a seven-week pre-reading phase of intense oral work before entering the program on individualized instruction.

Students are asked to check off their weaknesses, e.g. oral, grammar, etc. Usually students are over-critical. Student then meets with his teacher to discuss his weak points. Through this conference the teacher will decide the individual student's curriculum.

Students are asked also to check-off reasons why performance is poor.

A color code may be used to guide students to what activity he is undertaking. Students must know where the materials are and where to replace them.

Questions from Audience

After student achieves a lap, he might do an in-depth study. Students be kept together and still do individualized instruction.

Students get A's since they only take tests when they are ready for them.

It takes the teacher about 3 hrs. for every hour students take a "lap". It is definitely time consuming!!

Students come to the teacher if they have a problem, if they need the teacher. If a student has a problem, he may be referred to another "lap".

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Individualized Instruction and the Portable Cassette -- Michael Agatstein, The Wheatley School

Introducer-Moderator: Joan Feindler, Wheatley Schools
Recorder: Dorothy Kuzmich, Student SUSB

Introduction

-The Wheatley School, not a private school, grades 8-12, enrollment under 1,000.

-Idea of using portable cassette. Class in French conversation, 1 semester, open to seniors, 15 in class, level 4 or 5 (advanced), began 9/70.

Background

Problem faced with motivating conversation, kids searching for words, fluency. Looking for ways kids would feel free to speak. It's taken at the end of a sequence, as a "fun" course using the language they've already learned. Course is given P/F, no exams, no pressure. Now operating for 1-1/2 years and gaining in momentum.

Course

Given on two levels. 1) Class and 2) Home. The cassette is used at home only.

Class Aim - Develop atmosphere of no pressure, free to talk, major purpose-involve kids in talking. Use book (Spoken Conversation). Simple text, much leeway, can skip around in book. Also, reading material, French magazines (15 copies of same issue), movies every week, SW radio, speakers. Round table discussion. Teacher does little correction.

The Cassette - (10 tapes to course, one every other week. Week 2-student, week 4-teacher, week 6-teacher, etc.)

Part 1- On tape, student prepares about 10 minutes on 3-4 topics based on class material, any phase that interests him.

Part 2- Students were given a passage (1-2 minutes in length) that they read into tape for pronunciation.

Part 3- Free time. During this time, they could do whatever they pleased on the tape. Some examples: visit relatives in the city, tour of museum, commentary on a concert, translations of American songs, tour R.R.station, poetry read, recipes read.

Part 4- Personal questions. The student could ask any questions they wanted. Kids opened up with family, school problems, sometimes they even asked for help with French grammar. They were always encouraged and emphasis was put on good points. All questions were answered sincerely.

The student has 3-4 days to prepare a tape. He can prepare the material, but is asked not to read it onto the tape. It is handed in, teacher listens, talks onto each student's tape, commenting and responding. Each tape takes approximately 1 hour to listen to and correct. He is very frank, giving specific exercises on the tape for student's benefit, then incorporates all into classes.

Phase II- Teacher prepares 5 major tapes, puts onto cassettes. (Is it possible that students dislike of language lab is due to manner in which tapes are prepared???) His major concern is to give them things on the tape not done in class. (Grammar, reading for pronunciation, rapid-spoken French.) They can replay and replay his tapes.

Teachers' tapes are 30 minutes long. Each has at least 5 different native speakers, varied material, much music, 5 different activities. It is accompanied with a worksheet. Very friendly approach (He'll laugh, cough, stutter, tell jokes, digress, just like regular spoken French) trying to make tapes HUMAN!!! Precedes sections with questions motivating student to listen.

Work sheet- (Not handed in, not gone over in class). Each tape is accompanied with a work sheet, having vocabulary of what's on tape. Students repeat. Then a dialog. Then questions to answer. They don't record on his tape. It's only for their pleasure. They spend as much time as they want with it. Each kid gets the same tape. He makes 15 copies of 5 different tapes.

"THE IMPORTANT THING TO REMEMBER IS NOT TO OVERUSE. THE IDEA BEHIND IT IS ITS NOVELTY".

On the tapes, sounds, oral comprehension quizes, variety of voices, sing alongs, music, anything imaginable.

Results: Tongue-tied kids talking freely by end of course. They enjoyed class.

Conversational groupings: 15 just a little too much. Would like 12, not all honor students. Works better with average students. It's an advanced course.

Mistakes- On the tapes, the students make, he corrects parts 1 (re: class material) and 2 (reading passage. Otherwise, he does not correct. This is so the students aren't stifled. Mistakes are noted and then major topics covered in class without mentioning any one student.

Time involved- He spent 4 solid weeks during the summer making his 5 tapes. And now with the time involved with the tapes, he is teaching one less class.

-Most students either had or could get cassettes. The school bought 5 just in case.

-Don't buy cheap cassettes, don't buy long tapes, buy a plug-in or battery/plug-in, not only battery, and have lots of Enthusiasm if you want to try the idea!!!

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Panel I: Emerging Trends in College Teaching:

Richard Auletta, C.W.Post College; Lucrecia Ruisanchez-Lopez, Hofstra University
Nicholas Sallese, St.John's University; Volkmar Sander, New York University
Introducer-Moderator: A. Michael DeLuca, C.W. Post
Recorder: Jo Ann Comito, Student, SUSB

After a few opening remarks by Mr. DeLuca each panelist described the current trend in foreign language teaching on his campus. The general problem that most of the foreign language departments are facing is lower enrollment due to the dropping of foreign language requirements. This has caused the departments to seek new ways of attracting and keeping students.

One method, used in both the Spanish department at Hofstra and the German department at N.Y.U., is to offer a variety of courses in topics other than literature. Hofstra offers one credit courses in Spanish history, political science, economics, social science, etc. The student chooses three topics and studies at his own pace. Also aiming in directions other than literature, N.Y.U. offers courses in "Aspects of German Civilization." This is not the traditional culture course, but deals specifically with a period in history (Weimar Republic, for example) and handles it from all aspects: economics, politics, sociology, law, etc. The main problem with this is in finding teachers who are prepared to teach all these different fields.

There is also a move toward individualized instruction and/or independent study. C.W. Post has a program in the Critical Languages in which students receive tapes and tape recorders to study Japanese, Hindi, Portuguese, Chinese, Korean. In addition to the tapes the student has a native tutor who serves as a drill master to help with intonation, pronunciation, etc. Grades are assigned on the basis of an oral examination given by a visiting specialist in the particular language. (5)

St. John's University uses a Berlitz approach in Spanish. There are fifty units and the students pace themselves. N.Y.U. also has an independent study program.

Attempts are being made to get the students more directly involved with the foreign language. N.Y.U. has an extensive study abroad program. Hofstra tries to get jobs for its students in the Internal Revenue Service, Welfare Offices, and other social agencies where they can help non-English-speaking residents. The students either receive college credits or a salary.

To make literature more relevant much more emphasis is placed on modern works and contemporary essays, newspaper articles, magazines, etc. It is felt that the classics will not get and keep the attention of the beginning to intermediate student. There is also emphasis on speaking skills and using the language as a tool of communication.

Generally there is hope for the future, more innovations are being sought to assure it.

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Panel II: Emerging Trends in College Teaching:
Frederick J. Churchill, Hofstra University; Ferdinand Ruplin, SUSB;
Evriel Goldberg, Hofstra University; Sister Patricia Morris, Molloy College.
Introducer-Moderator: Joseph Tursi, SUSB
Recorder: Peter Bachfischer, Student, SUSB

The topic of discussion of this panel could have been subtitled Curriculum Changes.

Sister Morris of Molloy College spoke first. Her main thrust was curriculum changes already instituted at Molloy College. The main objective of the changes was to make courses more palatable to the students. Responding to general disenchantment with survey courses, a course in "Literary Trends" was instituted. Its essential characteristic is simply that authors are read in full and not merely surveyed.

Also instituted has been a "Conversation Workshop" run by a native speaker. It is one hour a week, no credit. It is felt the informal atmosph re and the fact that there is no pressure for a grade will make the student less inhibited in attempting to speak.

An intensive introductory course was introduced in which the first two years can be finished in one.

Another new addition is the Molloy Spanish Institute. It's a conversation course given for two hours twice a week for the benefit of doctors and other community members dealing with Spanish Speaking peoples.

Also added is an experimental freshman course entitled "The Twentieth Century Hispanic Woman," taught in English.

Also added to the courses offered by the Spanish department has been one dealing with "Philosophical Problems in Modern Literature."

Ferdinand Ruplin of SUSB spoke next. Professor Ruplin interpreted "curriculum changes" to include those planned for the future. It was not always clear whether the changes he discussed were already instituted or still in the planning stages.

The present state of the German curriculum sees the students working with CAI, in the language lab which makes use of invisible ink tests, the "Guten Tag" film series, and a plenary session for grammar and student problems. This is all beside the normal classroom meetings. The future will see the better students acting as tutors on the elementary level.

Also to be introduced this fall will be a German history and culture course. It will be team-taught and intended as a prologue to foreign language study, not an epilogue.

It is also realized that different students study language for different reasons. Planned for the future is a system whereby the student can choose early in his study of German what language faculty he wishes to develop, i.e., reading, speaking, or conventional skills. His work will then be channeled with the development of his desired skill in mind.

Another project in the making is one in which the student has before him a set amount of work and goals worth up to fourteen credits. Completion of the work and achievement of the goal is worth an A to the student for anywhere between one and fourteen credits, depending upon how much was accomplished.

There will also be a one-semester grammar course for native teacher trainees who heretofore had been deluged with nothing but literary courses.

The German department also is running a FLES program for third graders in a local school. It is still in its infancy but so far has met with a most favorable response from the students.

Recognizing the teacher's primary responsibility is to teach well, there are monthly seminars for teachers. It is also hoped that future tenure appointments can be based on just teaching or just research. The intention is to increase the teaching load of those faculty members who prefer teaching to research and to decrease the load of those who prefer research.

Next to speak was Evriel Goldberg of Hofstra University. She approached the problem of change by asking the question "change from what?" According to Prof. Goldberg the French department has gotten away from the "lock step" approach to teaching language. The teachers have also become concerned with themselves as teachers.

One of the changes is frequent meetings of the teachers. This includes Saturday workshops which generally focus on one course and ways of improving it.

Teachers have begun to abandon the "pre-written syllabus." The intermediate French course is no longer a structured grammar course but is always changing. The individual instructor now responds to student wishes.

One response to the problem of incoming freshmen with varied high school foreign language backgrounds has been the introduction of "French 2 Remedial."

Language departments have become less parochial. By supervising foreign language teaching they have become associated with the Education Department. Attempts are being made to become associated in some form with the Social Sciences.

Advanced courses are now given as "guided discussions" as opposed to lectures. In literature courses a greater emphasis is placed on "humanness," in teaching another world view.

Tutorials are given and qualified majors may write research honor papers.

The last scheduled speaker was Frederick J. Churchill, also of Hofstra Univ. His department is essentially that of Germanic and Slavic languages.

Professor Churchill emphasized his agreement with Professor Goldberg that teachers need to get together more often and that teacher workshops are needed. He feels that too often the students' needs and abilities are not considered.

One change in his department has been the introduction of a "Learning to Read German Seriously" course for fifth semester students.

Beyond the introductory level there are one semester "mini-courses" taught on an individual basis. The problem with this is paying equitable salaries to the teachers.

In Professor Goldberg's intensive elementary course nine of the ten students have been successful.

Although Professor Churchill agrees that speaking is the mode of communication, he is wary of eliminating structure and ignoring reading and writing.

After these formal addresses were given there was time for others to express themselves. A representative from Oswego received the most favorable response. He addressed himself to the problem of public relations. He pointed out that foreign languages have the distinct advantage of being the only ones whose students are with them, virtually automatically, for a period of two or four semesters. The best teachers should be out teaching these courses to get the students to come back for more. As he put it, "Don't hide your big guns." He also stressed the need for practical and interdepartmental courses--such as an association with business and business departments.

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The session on Language-in-Culture presented by Helene Loew, Half Hollow Hills High School, will be published in Accent on ACTFL and in the Proceedings of the Conference, New York State Association of Foreign Language Teachers, October, 1971.

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